

Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Stephens College**

Respondent name and title: JoAn Vaughn

Respondent phone number: 573-442-2211, 4591 Fax: 573-876-7223

Electronic mail address: Vaughn@wc.stephens.edu

Address: Stephens College

Box 2022

City: Columbia State: Missouri Zip code: 65215

Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Stephens College
Institution Code	6683
State	Missouri
Number of Program Completers Submitted	10
Number of Program Completers found, matched, and used in passing rate Calculations¹	10
Statewide	

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Academic Content Areas							
Education in the Elementary School	010	1			36	35	97%
Elem Ed Curr Instruc Assessment	011	6			1614	1547	96%
Early Childhood Education	020	3			256	256	100%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Stephens College					
Institution Code	6683					
State	Missouri					
Number of Program Completers Submitted	10					
Number of Program Completers found, matched, and used in passing rate Calculations¹	10					
				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	10	10	100%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	10	10	100%	3678	3553	97%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 43

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 10
3. Please provide the numbers of supervising faculty who were:

1 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

1 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 3

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 3.3
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 27 hours. The total number of weeks of supervised student teaching required is 15. The total number of hours required is 400 for elementary; 600 for ECE hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Stephens College, an undergraduate women's college with coeducational continuing education and graduate programs, is dedicated to the dignity and equality of all members of the human community. Its programs of lifelong learning promote the expansion of mind and spirit to value and respect the differences among us. Faculty, students and administrators cherish and protect the spirit of free inquiry. The College is especially committed to addressing change in the aspirations and roles of women. It rigorously and

continuously examines existing programs and technologies, and experiments with new ones, in pursuit of that commitment.

Stephens endeavors to:

- Promote standards of intellectual and creative excellence, and the development of creativity and critical thinking.
- Support students in serious examination of their own experience and its intellectual, spiritual and cultural significance.
- Create a community of academic endeavor in which learning is understood as an interdependent process, and students and faculty are partners in scholarship.
- Foster opportunities for all students to strengthen their physical and emotional well-being.
- Offer liberal and specialized education on and off campus and through international studies designed to show the importance of women's leadership in the world community.
- Encourage the understanding of learning as a lifelong process that requires continual reevaluation of goals and directions.
- Establish a learning community that encourages students of all ages and backgrounds to assess their personal values and beliefs, and to develop a sense of ethical responsibility.

2. Educational Philosophy

The educational philosophy of the teacher certification programs is based upon constructivist theory, with particular emphasis given to the contributions of Piaget and Vygotsky. Constructivist theory assumes that knowledge is not determined by nature or nurture alone but is constructed by the individual through interactions with people and the physical environment. Children have an intrinsic desire to learn and construct knowledge by acting upon the world. All domains (sociomoral, cognitive, representational, and physical) influence each other. Integration in learning is a key concept; all subjects are taught through exploration and are woven together by common interests.

Active learning is a central premise. The teacher is viewed as a facilitator, encouraging students to construct their own knowledge and understanding. Another major premise of the constructivist approach is the fostering of critical thinking. Becoming a reflective practitioner is a central goal for our students. Being a reflective practitioner allows the development of autonomy, a crucial value in the constructivist approach.

3. Conceptual Frameworks

Need for strong knowledge base coupled with direct experience

The underlying assumption of the Education Department curriculum is that the development of effective teachers is based upon acquiring a strong knowledge base plus concurrent practicum experiences. The knowledge base and practicum experiences should be developmental in nature, beginning with the first Education course and building toward the capstone experience in student teaching and Senior Seminar.

A constructivist approach to teacher education

Constructivism is the philosophical and theoretical foundation for both our lab school and Education Department emphasis. To the cognitive constructivist approach of Piagetian theory we have added the ideas and teaching strategies suggested by the social constructivism of Vygotsky. Contributions of recent sociopscho-linguist theory and research, such as Weaver, Graves, Smith, and Cambourne, underlie our approach to literacy instruction.

The Education Department believes that the best way to prepare students to understand and utilize a constructivist approach with children is for faculty to teach using this approach as well. The underlying assumptions are (1) that constructivism applies to learners of all ages, not just children and (2) that actual participation in a teaching approach is the best way to fully appreciate and understand it.

Holistic approach to education

Another central concept of the Education Department is that education should involve the total person, including social, emotional, and physical development as well as academic and cognitive components. The underlying assumptions are that all aspects of the self are interrelated and cannot be easily separated, that education should address all areas of development, and that the most meaningful learning involves all aspects of the self.

Valuing of diversity and strong advocacy for inclusion in educational settings

Going beyond tolerance and knowledge of differences, we strive to view cultural, racial, ethnic, class, and ability diversity as sources of potential enrichment. Throughout their courses, students acquire knowledge about diversity and how to modify teaching and communication to adapt to these differences.

Need for close family/school relationships

The Education Department places strong emphasis on the family/school relationship. Students have many opportunities to learn about and experience positive, effective relationships with families.

4. Program completers who teach in the private schools and out of state

Private Schools: 2

Out-of-State Schools: 5